



Align Instruction to Common Core Anchor Standards

- Introduce and explore this unit's weekly concepts through rich, structured conversations
- Develop complex content knowledge and vocabulary
- Expand on a single concept with engaging literature and nonfiction
- Build better readers in all content areas

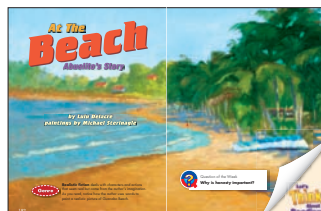


What makes people want to do the right thing?



YOU ARE HERE: WEEK 1

QUESTION OF THE WEEK Why is honesty important?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Also **CCSS Reading 7.**)

Concept Talk Guide students as they discuss questions such as:

- Can you describe a character in a story or a movie who chose to be honest in a difficult situation?
- What are some examples of ways people can be honest?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**)

Writing Think about a time when you learned something important. Write a description of that moment, using your sense of smell, touch, taste, sight, and hearing to make the memory vivid.

As students write about this week's prompt, they will address:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Also **CCSS Writing 3.**)

Listening and Speaking On page 201, students learn that when they portray a character as a talk-show guest, they should tell a story from the character's point of view. By doing so, they address:

CCSS Speaking/Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

WEEK 2

QUESTION OF THE WEEK

What are the risks in helping others?



Concept Talk Guide students as they discuss questions such as:

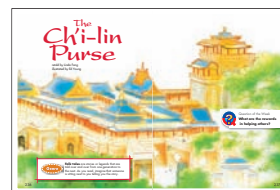
- When have you taken a risk by helping someone else? Why?
- When might helping another person involve a sacrifice?

Writing Think of a time when you or someone you know acted bravely. Write a letter to a friend or family member, describing the event.

WEEK 3

QUESTION OF THE WEEK

What are the rewards in helping others?



Concept Talk Guide students as they discuss questions such as:

- What kinds of good deeds for others might people do?
- What did you discuss about possible rewards people can attain from helping others?

Writing Write a poem about an important event in your life, or in the life of someone you know.

WEEK 5

QUESTION OF THE WEEK

How can people promote freedom?



Concept Talk Guide students as they discuss questions such as:

- What are some ways that people promote freedom?
- What movies, TV shows, or books have you seen or read that are about someone who chooses to do the right thing, even though it is dangerous?

Writing Imagine you were living in a past era. Write a narrative story about your experiences.

WEEK 4

QUESTION OF THE WEEK

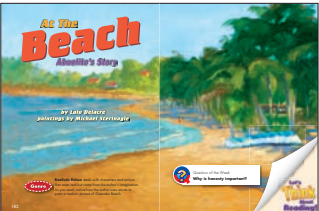
Why do people make sacrifices for others?



Concept Talk Guide students as they discuss questions such as:

- What kinds of things might people sacrifice for others?
- Can you think of a time when you gave something up for someone else?

Writing In *A Summer's Trade*, a character is faced with a difficult decision. Think about a time when you struggled to do the right thing. Now, write a personal narrative about that experience.



Skills Overview

Alignment of the Grade 5 Common Core State Standards with This Week’s Skills and Strategies	
Target Skills and Strategies	Common Core State Standards for English Language Arts*
Comprehension Skill: Compare and Contrast	CCSS Literature 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Comprehension Strategy: Visualize	CCSS Literature 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Vocabulary Skill: Unfamiliar Words Strategy: Context Clues	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS Language 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Fluency Skill: Expression	CCSS Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Listening and Speaking Talk Show	CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Six-Trait Writing Trait of the Week: Focus/Ideas	CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
Writing Description	CCSS Writing 3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Conventions Skill: Regular and Irregular Plural Nouns	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Use with Genre, SE/TE pp. 198–199

Common Core State Standard: CCSS Literature 7.

Display “The Eagle and the Bat” on pages 198 and 199 of the Student Edition.

- Have students tell about the legend and how it is a story that has been passed down from generation to generation.
- Ask students to tell if it is a real or make-believe story.
- Have students identify events that help them know that the story is make-believe and what make-believe things the bat did.
- Help students look for other legends to share with the class.



Align Instruction to Common Core Anchor Standards

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- Build better readers in all content areas

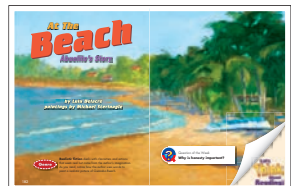


What makes people want to do the right thing?

WEEK 1

QUESTION OF THE WEEK

Why is honesty important?



Concept Talk Guide students as they discuss questions such as:

- Can you describe a character in a story or a movie who chose to be honest in a difficult situation?
- What are some examples of ways people can be honest?

Writing Think about a time when you learned something important. Write a description of that moment, using your sense of smell, touch, taste, sight, and hearing to make the memory vivid.

YOU ARE HERE: WEEK 2

QUESTION OF THE WEEK What are the risks in helping others?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Also **CCSS Reading 1.**)

Concept Talk Guide students as they discuss questions such as:

- When have you taken a risk by helping someone else? Why?
- When might helping another person involve a sacrifice?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**)

Writing Think of a time when you or someone you know acted bravely. Write a letter to a friend or family member, describing the event.

As students write about this week's prompt, they will address:

CCSS Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Also **CCSS Writing 3.**)

Listening and Speaking On page 229, students learn that when they speak in front of a group, they should make eye contact with the audience. By doing so, they address:

CCSS Speaking/Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Also **CCSS Speaking/Listening 1.**)

WEEK 5

QUESTION OF THE WEEK

How can people promote freedom?



Concept Talk Guide students as they discuss questions such as:

- What are some ways that people promote freedom?
- What movies, TV shows, or books have you seen or read that are about someone who chooses to do the right thing, even though it is dangerous?

Writing Imagine you were living in a past era. Write a narrative story about your experiences.

WEEK 4

QUESTION OF THE WEEK

Why do people make sacrifices for others?



Concept Talk Guide students as they discuss questions such as:

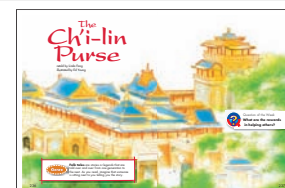
- What kinds of things might people sacrifice for others?
- Can you think of a time when you gave something up for someone else?

Writing In *A Summer's Trade*, a character is faced with a difficult decision. Think about a time when you struggled to do the right thing. Now, write a personal narrative about that experience.

WEEK 3

QUESTION OF THE WEEK

What are the rewards in helping others?



Concept Talk Guide students as they discuss questions such as:

- What kinds of good deeds for others might people do?
- What did you discuss about possible rewards people can attain from helping others?

Writing Write a poem about an important event in your life, or in the life of someone you know.



Skills Overview

Alignment of the Grade 5 Common Core State Standards with This Week’s Skills and Strategies	
Target Skills and Strategies	Common Core State Standards for English Language Arts*
Comprehension • Skill: Sequence of Events	CCSS Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Comprehension • Strategy: Inferring	CCSS Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Vocabulary • Skill: Unknown Words • Strategy: Dictionary/Glossary	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Fluency • Skill: Accuracy	CCSS Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Listening and Speaking • Speech	CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Six-Trait Writing • Trait of the Week: Voice	CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Writing • Friendly Letter	CCSS Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Conventions • Skill: Possessive Nouns	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Use with 21st Century Skills, SE/TE pp. 224–225, 226–227

- Common Core State Standard: CCSS Informational Text 10.**
- Display Student Edition pages 224 to 227 and ask students to read the information about 21st Century Skills on Web sites with you.
- Ask students to review the information in the selection.
 - Then have students research about the history of the American flag in books or online resources.
 - Ask students to draw a word or concept web to show what they know about the American flag.



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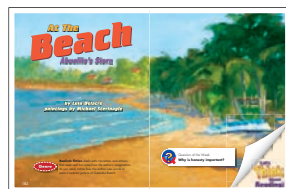


What makes people want to do the right thing?

WEEK 1

QUESTION OF THE WEEK

Why is honesty important?



Concept Talk Guide students as they discuss questions such as:

- Can you describe a character in a story or a movie who chose to be honest in a difficult situation?
- What are some examples of ways people can be honest?

Writing Think about a time when you learned something important. Write a description of that moment, using your sense of smell, touch, taste, sight, and hearing to make the memory vivid.

WEEK 2

QUESTION OF THE WEEK

What are the risks in helping others?



Concept Talk Guide students as they discuss questions such as:

- When have you taken a risk by helping someone else? Why?
- When might helping another person involve a sacrifice?

Writing Think of a time when you or someone you know acted bravely. Write a letter to a friend or family member, describing the event.

WEEK 5

QUESTION OF THE WEEK

How can people promote freedom?



Concept Talk Guide students as they discuss questions such as:

- What are some ways that people promote freedom?
- What movies, TV shows, or books have you seen or read that are about someone who chooses to do the right thing, even though it is dangerous?

Writing Imagine you were living in a past era. Write a narrative story about your experiences.

WEEK 4

QUESTION OF THE WEEK

Why do people make sacrifices for others?



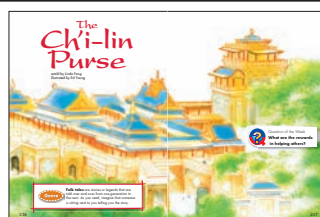
Concept Talk Guide students as they discuss questions such as:

- What kinds of things might people sacrifice for others?
- Can you think of a time when you gave something up for someone else?

Writing In *A Summer's Trade*, a character is faced with a difficult decision. Think about a time when you struggled to do the right thing. Now, write a personal narrative about that experience.

YOU ARE HERE: WEEK 3

QUESTION OF THE WEEK What are the rewards in helping others?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Also **CCSS Reading 3.**)

Concept Talk Guide students as they discuss questions such as:

- What kinds of good deeds for others might people do?
- What did you discuss about possible rewards people can attain from helping others?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 4.**)

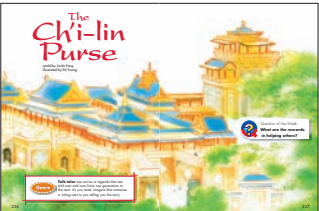
Writing Write a poem about an important event in your life, or in the life of someone you know.

As students write about this week's prompt, they will address:

CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Also **CCSS Writing 5.**)

Listening and Speaking On page 257, students learn that when they participate in a performance, they should make eye contact with others. By doing so, they address:

CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (Also **CCSS Speaking/Listening 4.**)



Skills Overview

Alignment of the Grade 5 Common Core State Standards with This Week’s Skills and Strategies	
Target Skills and Strategies	Common Core State Standards for English Language Arts*
Comprehension • Skill: Compare and Contrast	CCSS Literature 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). CCSS Literature 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Comprehension • Strategy: Story Structure	CCSS Literature 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Vocabulary • Skill: Greek and Latin Roots • Strategy: Word Structure	CCSS Language 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Fluency • Skill: Expression	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. CCSS Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Listening and Speaking • Readers’ Theatre	CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Six-Trait Writing • Trait of the Week: Organization	CCSS Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Writing • Poem	CCSS Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Conventions • Skill: Action and Linking Verbs	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Use with Genre, SE/TE pp. 254–255

Common Core State Standard: CCSS Literature 1.

Display “The Story of Phan Ku” on pages 254 and 255 of the Student Edition.

- Have students tell about the myth and how Phan Ku became part of the earth.
- Ask students to tell if it is a real or make-believe story. Have them identify events that help them know that the story is make-believe and what Phan Ku did.
- Help students compare this myth to the main selection *The Ch'i-lin Purse*.



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- Expand on a single concept with engaging literature and nonfiction
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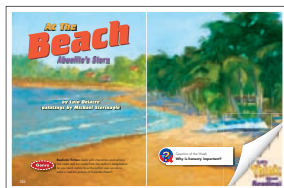


What makes people want to do the right thing?

WEEK 1

QUESTION OF THE WEEK

Why is honesty important?



Concept Talk Guide students as they discuss questions such as:

- Can you describe a character in a story or a movie who chose to be honest in a difficult situation?
- What are some examples of ways people can be honest?

Writing Think about a time when you learned something important. Write a description of that moment, using your sense of smell, touch, taste, sight, and hearing to make the memory vivid.

WEEK 2

QUESTION OF THE WEEK

What are the risks in helping others?



Concept Talk Guide students as they discuss questions such as:

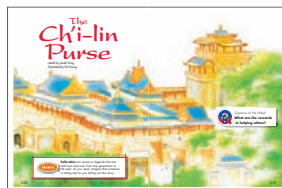
- When have you taken a risk by helping someone else? Why?
- When might helping another person involve a sacrifice?

Writing Think of a time when you or someone you know acted bravely. Write a letter to a friend or family member, describing the event.

WEEK 3

QUESTION OF THE WEEK

What are the rewards in helping others?



Concept Talk Guide students as they discuss questions such as:

- What kinds of good deeds for others might people do?
- What did you discuss about possible rewards people can attain from helping others?

Writing Write a poem about an important event in your life, or in the life of someone you know.

WEEK 5

QUESTION OF THE WEEK

How can people promote freedom?



Concept Talk Guide students as they discuss questions such as:

- What are some ways that people promote freedom?
- What movies, TV shows, or books have you seen or read that are about someone who chooses to do the right thing, even though it is dangerous?

Writing Imagine you were living in a past era. Write a narrative story about your experiences.

YOU ARE HERE: WEEK 4

QUESTION OF THE WEEK Why do people make sacrifices for others?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Also **CCSS Reading 2.**)

Concept Talk Guide students as they discuss questions such as:

- What kinds of things might people sacrifice for others?
- Can you think of a time when you gave something up for someone else?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**, **CCSS Speaking/Listening 4.**)

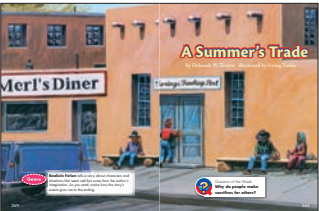
Writing In *A Summer's Trade*, a character is faced with a difficult decision. Think about a time when you struggled to do the right thing. Now, write a personal narrative about that experience.

As students write about this week's prompt, they will address:

CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Listening and Speaking On page 287, students learn that when they participate in a discussion, they should ask questions to clarify the speaker's purpose. By doing so, they address:

CCSS Speaking/Listening 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (Also **CCSS Speaking/Listening 4.**)



Skills Overview

Alignment of the Grade 5 Common Core State Standards with This Week's Skills and Strategies

Target Skills and Strategies	Common Core State Standards for English Language Arts*
Comprehension • Skill: Author's Purpose	CCSS Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Comprehension • Strategy: Monitor and Clarify	CCSS Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Vocabulary • Skill: Unfamiliar Words • Strategy: Context Clues	CCSS Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS Language 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Fluency • Skill: Appropriate Phrasing	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. CCSS Foundational Skills 4.a. Read grade-level text with purpose and understanding.
Listening and Speaking • Panel Discussion	CCSS Speaking/Listening 1.b. Follow agreed-upon rules for discussions and carry out assigned roles.
Six-Trait Writing • Trait of the Week: Word Choice	CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Writing • Personal Narrative	CCSS Writing 3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Conventions • Skill: Main and Helping Verbs	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Use with Vocabulary, TE p. 287a

Common Core State Standard: CCSS Language 4.

Explain to students that an *adage* is a short, wise saying. Adages are simple statements that have broader meanings in addition to their literal meanings.

- Write the following *adage* on the board and discuss its broader meaning.
A stitch in time saves nine. (Early detection of a problem and preventive maintenance can keep a problem from getting worse.)
- Ask students to work together to give the broader meaning of the following *adage*:
April showers bring May flowers. (Something good can sometimes come from something unpleasant.)
- Have students research a list of adages and their meanings.



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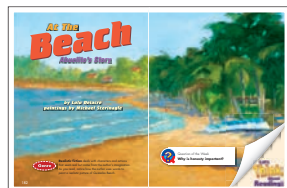


What makes people want to do the right thing?

WEEK 1

QUESTION OF THE WEEK

Why is honesty important?



Concept Talk Guide students as they discuss questions such as:

- Can you describe a character in a story or a movie who chose to be honest in a difficult situation?
- What are some examples of ways people can be honest?

Writing Think about a time when you learned something important. Write a description of that moment, using your sense of smell, touch, taste, sight, and hearing to make the memory vivid.

WEEK 2

QUESTION OF THE WEEK

What are the risks in helping others?



Concept Talk Guide students as they discuss questions such as:

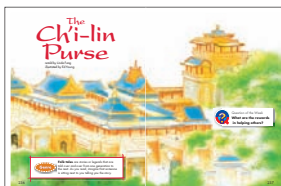
- When have you taken a risk by helping someone else? Why?
- When might helping another person involve a sacrifice?

Writing Think of a time when you or someone you know acted bravely. Write a letter to a friend or family member, describing the event.

WEEK 3

QUESTION OF THE WEEK

What are the rewards in helping others?



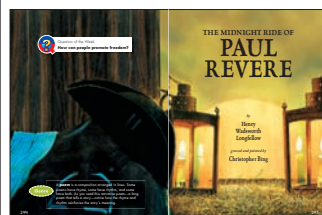
Concept Talk Guide students as they discuss questions such as:

- What kinds of good deeds for others might people do?
- What did you discuss about possible rewards people can attain from helping others?

Writing Write a poem about an important event in your life, or in the life of someone you know.

YOU ARE HERE: WEEK 5

QUESTION OF THE WEEK How can people promote freedom?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Also **CCSS Reading 4.**)

Concept Talk Guide students as they discuss questions such as:

- What are some ways that people promote freedom?
- What movies, TV shows, or books have you seen or read that are about someone who chooses to do the right thing, even though it is dangerous?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 4.**)

Writing Imagine you were living in a past era. Write a narrative story about your experiences.

As students write about this week's prompt, they will address:

CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Listening and Speaking On page 317, students learn that when they give a presentation, they should speak with volume and enunciate their words. By doing so, they address:

CCSS Speaking/Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (Also **CCSS Speaking/Listening 5.**)

WEEK 4

QUESTION OF THE WEEK

Why do people make sacrifices for others?



Concept Talk Guide students as they discuss questions such as:

- What kinds of things might people sacrifice for others?
- Can you think of a time when you gave something up for someone else?

Writing In *A Summer's Trade*, a character is faced with a difficult decision. Think about a time when you struggled to do the right thing. Now, write a personal narrative about that experience.



Skills Overview

Alignment of the Grade 5 Common Core State Standards with This Week’s Skills and Strategies	
Target Skills and Strategies	Common Core State Standards for English Language Arts*
Comprehension Skill: Author’s Purpose	CCSS Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Comprehension Strategy: Background Knowledge	CCSS Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Vocabulary Skill: Endings -s, -ed, -ing Strategy: Word Structure	CCSS Foundational Skills 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency Skill: Rate	CCSS Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Listening and Speaking Media Literacy: Documentary	CCSS Speaking/Listening 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Six-Trait Writing Trait of the Week: Word Choice	CCSS Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
Writing Historical Fiction	CCSS Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Conventions Skill: Subject-Verb Agreement	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Common Core State Standard: CCSS Literature 5.

Have students turn to pages 312 and 313 of the drama *The Heroic Paul Revere*.

- Remind students that this selection is a drama. Tell them that in a drama, the characters tell the story as they talk. Have students identify the different characters in the play by reviewing the cast of characters on page 312.
- Have the class read the setting together. Then ask a volunteer to read the line of the first character. Ask students who is saying the line. Then ask how they know which character is saying the line. Help them conclude that Longfellow is saying the lines because that name is in front of the lines.
- Choose students to be the characters to perform the rest of the play.